

From:

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rhampson@smu.edu. Use of the SFI is available without charge in exchange for a copy of the final study results.

Comment. The clinically based foundation for the SFI has the advantage of leading directly to clinical interventions for the highly trained and experienced family therapist. However, the scoring and theoretical interpretations are challenging for inexperienced clinicians and require specialized training.

McMaster Family Assessment Device (FAD)

Instrument name. The FAD developed from ongoing work on the clinical McMaster Model of Family Functioning (Epstein, Bishop, & Levin, 1978), and was first published in its current form in 1983 (Epstein, Baldwin, & Bishop, 1983). Development of the model continued at McGill University for a decade before moving to McMaster University in the late 1970s; in the 1980s, it moved to the Brown University Family Research Program. Beginning with an all-inclusive approach to item development with elimination of what did not support psychometric properties, the lack of theoretical foundation and supporting research have been criticized (L'Abate & Bagarozzi, 1993). A 1990 updated research report (Kabacoff, Miller, Bishop, Epstein, & Keitner, 1990) addressed some of the criticisms by providing a comprehensive report of data. For more recent challenges to the validity of the instrument in measuring proposed constructs with the current scoring, see Ridenour, Daley, and Reich (1999, 2000); Miller, Ryan, Keitner, Bishop, and Epstein (2000).

Type of instrument. The 60-item paper-and-pencil questionnaire is to be completed by all family members age 12 and above. Responses are on a 4-point Likert scale from Strongly Agree, Agree, and Disagree to Strongly Disagree.

Variables measured. The FAD includes a general functioning scale for Overall Health Pathology and six dimensional scales: Problem Solving, Communication, Roles, Affective Responsiveness, Affective Involvement, and Behavior Control. The scales are detailed in Walsh (2003). Ridenour and colleagues' (2000) construct validity challenge proposes that the FAD actually measures two constructs: Collaboration and Commitment. These two constructs appear to be similar to the SAFE and GARF constructs of Interactional Processes and Organizational Structure.

Use and target audience. The FAD was designed as a clinical screening tool for family functioning. The intent was "to identify problem areas in the most simple and efficient fashion possible" (Epstein et al., 1983, p. 171).

Multicultural. The FAD has been used in many countries and has versions in at least 16 different languages, including Afrikaans, Chinese, Croatian, Danish, Dutch, French, Greek, Hebrew, Hungarian, Italian, Japanese, Portuguese, Russian, Swedish, and Spanish.

Ease and time of administration. The questionnaire takes approximately 15 to 20 minutes to complete. Scoring for each questionnaire requires approximately 15 minutes.

Scoring procedure. A separate two-page scoring sheet that converts negative items and groups responses into the seven scales is provided. Scales are first summed and then divided by the number of completed answers in that scale to obtain an averaged score for each scale. Computerized scoring is available.

Reliability. Six of the seven scales have reported internal reliability correlations above .70. The Roles scale has a reported alpha of .69 in psychiatric and medical samples but a lower .57 correlation in non-clinical samples. Consequently, use of the Roles scale in non-clinical samples is questionable (Kabacoff et al., 1990).

Validity. Factor analyses results seem comparable to other similar instruments in accounting for variance. The General Functioning scale was reported as highly correlated with other items, supporting it as a single index of family functioning (Kabacoff et al., 1990).

Availability and source. A detailed description of the model is published in Walsh (2003). Comprehensive information is available in *Evaluating and Treating Families: The McMaster Approach* (Ryan et al., 2005).

Comment. The McMaster model authors contend that two basic findings from the original 1969 study are still valid: (a) family functioning variables (organizational, structural, and transactional patterns) are more powerful than intrapsychic variables in determining family member behavior; and (b) emotional health of a child is closely related to the emotional relationship between the child's parents (Walsh, 2003). Keeping these two principles in mind will be helpful as family therapy professionals continue to evolve the self-report family assessment process into clinically useful resources, as well as reliable research instruments.

SELF-REPORT ASSESSMENTS FOR FAMILY MEMBERS UNDER AGE 10

Self-report family assessment instruments provide family members a way to communicate how the family system is working for them when they may not be able to conceptualize and verbally communicate that

From:

Ryan, C. E.; Epstein, N. B.; Keitner, G. I.; Miller, I. W.; & Bishop, D. S. (2005). *Evaluating and treating families: The McMaster Approach*. NY: Routledge/Taylor Francis Group. 225-236.

- Family Assessment Device (FAD) Version 3
- Instructions on how to score the FAD
- FAD Scoring – McMaster Model Dimensions
- FAD General Functioning subscale

Family Assessment Device

Version 3

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Instructions:

This assessment contains a number of statements about families. Read each statement carefully, and decide how well it describes your own family. You should answer according to how you see your family.

For each statement there are four (4) possible responses:

- | | |
|------------------------|---|
| Strongly Agree (SA) | Check SA if you feel that the statement describes your family very accurately. |
| Agree (A) | Check A if you feel that the statement describes your family for the most part. |
| Disagree (D) | Check D if you feel that the statement does not describe your family for the most part. |
| Strongly Disagree (SD) | Check SD if you feel that the statement does not describe your family at all. |

These four responses will appear below each statement like this:

41. We are not satisfied with anything short of perfection.

___ SA ___ A ___ D ___ SD _____

The answer spaces for statement 41 would look like this. For each statement, there is an answer space below. Do not pay attention to the blanks at the far right-hand side of each space. They are for office use only.

Try not to spend too much time thinking about each statement, but respond as quickly and as honestly as you can. If you have difficulty, answer with your first reaction. Please be sure to answer *every* statement and mark all your answers in the space provided *below* each statement.

1. Planning family activities is difficult because we misunderstand each other.

___ SA ___ A ___ D ___ SD _____

2. We resolve most everyday problems around the house.

___ SA ___ A ___ D ___ SD _____

3. When someone is upset the others know why.

___ SA ___ A ___ D ___ SD _____

4. When you ask someone to do something, you have to check that they did it.

___ SA ___ A ___ D ___ SD _____

5. If someone is in trouble, the others become too involved.

___ SA ___ A ___ D ___ SD _____

6. In times of crisis we can turn to each other for support.

___ SA ___ A ___ D ___ SD _____

7. We don't know what to do when an emergency comes up.

___ SA ___ A ___ D ___ SD _____

8. We sometimes run out of things that we need.

___ SA ___ A ___ D ___ SD _____

9. We are reluctant to show our affection for each other.
 SA A D SD _____
10. We make sure members meet their family responsibilities.
 SA A D SD _____
11. We cannot talk to each other about the sadness we feel.
 SA A D SD _____
12. We usually act on our decisions regarding problems.
 SA A D SD _____
13. You only get the interest of others when something is important to them.
 SA A D SD _____
14. You can't tell how a person is feeling from what they are saying.
 SA A D SD _____
15. Family tasks don't get spread around enough.
 SA A D SD _____
16. Individuals are accepted for what they are.
 SA A D SD _____
17. You can easily get away with breaking the rules.
 SA A D SD _____
18. People come right out and say things instead of hinting at them.
 SA A D SD _____
19. Some of us just don't respond emotionally.
 SA A D SD _____
20. We know what to do in an emergency.
 SA A D SD _____
21. We avoid discussing our fears and concerns.
 SA A D SD _____

22. It is difficult to talk to each other about tender feelings.
___ SA ___ A ___ D ___ SD _____
23. We have trouble meeting our bills.
___ SA ___ A ___ D ___ SD _____
24. After our family tries to solve a problem, we usually discuss whether it worked or not.
___ SA ___ A ___ D ___ SD _____
25. We are too self-centered.
___ SA ___ A ___ D ___ SD _____
26. We can express feelings to each other.
___ SA ___ A ___ D ___ SD _____
27. We have no clear expectations about toilet habits.
___ SA ___ A ___ D ___ SD _____
28. We do not show our love for each other.
___ SA ___ A ___ D ___ SD _____
29. We talk to people directly rather than through go-betweens.
___ SA ___ A ___ D ___ SD _____
30. Each of us has particular duties and responsibilities.
___ SA ___ A ___ D ___ SD _____
31. There are lots of bad feelings in the family.
___ SA ___ A ___ D ___ SD _____
32. We have rules about hitting people.
___ SA ___ A ___ D ___ SD _____
33. We get involved with each other only when something interests us.
___ SA ___ A ___ D ___ SD _____
34. There's little time to explore personal interests.
___ SA ___ A ___ D ___ SD _____

35. We often don't say what we mean.
___ SA ___ A ___ D ___ SD _____
36. We feel accepted for what we are.
___ SA ___ A ___ D ___ SD _____
37. We show interest in each other when we can get something out of it personally.
___ SA ___ A ___ D ___ SD _____
38. We resolve most emotional upsets that come up.
___ SA ___ A ___ D ___ SD _____
39. Tenderness takes second place to other things in our family.
___ SA ___ A ___ D ___ SD _____
40. We discuss who is to do household jobs.
___ SA ___ A ___ D ___ SD _____
41. Making decisions is a problem for our family.
___ SA ___ A ___ D ___ SD _____
42. Our family shows interest in each other only when they can get something out of it.
___ SA ___ A ___ D ___ SD _____
43. We are frank with each other.
___ SA ___ A ___ D ___ SD _____
44. We don't hold to any rules or standards.
___ SA ___ A ___ D ___ SD _____
45. If people are asked to do something, they need reminding.
___ SA ___ A ___ D ___ SD _____
46. We are able to make decisions about how to solve problems.
___ SA ___ A ___ D ___ SD _____
47. If the rules are broken, we don't know what to expect.
___ SA ___ A ___ D ___ SD _____

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48. Anything goes in our family.
___ SA ___ A ___ D ___ SD _____
49. We express tenderness.
___ SA ___ A ___ D ___ SD _____
50. We confront problems involving feelings.
___ SA ___ A ___ D ___ SD _____
51. We don't get along well together.
___ SA ___ A ___ D ___ SD _____
52. We don't talk to each other when we are angry.
___ SA ___ A ___ D ___ SD _____
53. We are generally dissatisfied with the family duties assigned to us.
___ SA ___ A ___ D ___ SD _____
54. Even though we mean well, we intrude too much into each others lives.
___ SA ___ A ___ D ___ SD _____
55. There are rules about dangerous situations.
___ SA ___ A ___ D ___ SD _____
56. We confide in each other.
___ SA ___ A ___ D ___ SD _____
57. We cry openly.
___ SA ___ A ___ D ___ SD _____
58. We don't have reasonable transport.
___ SA ___ A ___ D ___ SD _____
59. When we don't like what someone has done, we tell them.
___ SA ___ A ___ D ___ SD _____
60. We try to think of different ways to solve problems.
___ SA ___ A ___ D ___ SD _____

Instructions on How to Score the FAD

The McMaster Family Assessment Device (FAD) is designed to measure family functioning as described in the MMFF. It is made up of 7 scales, one measuring overall family functioning, and one for each of the 6 dimensions of the model. Each FAD item belongs to only one of the scales. Some items describe healthy functioning while others describe unhealthy functioning. Table 1 (below) indicates the items for each scale, classified according to whether they describe healthy or unhealthy functioning. Negative items are transformed on the scoring sheet as explained below.

Table 1 Assignment of Items to Scales

	Problem Solving	Communication	Roles	Affective Responsiveness	Affective Involvement	Behavior Control	General Functioning
Healthy Functioning Items	2*	3	10	49		20	6
	12	18	30*	57		32	16
	24	29*	40			55	26
	38	43					36
	50	59					46
	60						56
Unhealthy Functioning Items		14	4	9	5	7	1
		22*	8*	19	13	17	11
		35*	15	28	25	27	21
		52	23	39	33	44	31
			34		37	47	41
			45		42	48	51
			53		54		
			58*				

In Table 1, items marked with an asterisk are seven items added after the original report. They increase the reliability of the scales and do not affect their intercorrelation with other scales.

To score the FAD, code all responses as follows:

Strongly agree	= 1
Agree	= 2
Disagree	= 3
Strongly disagree	= 4

The FAD scoring sheet is used to score an individual's responses. The first step is to score all of the answers in the columns to the extreme left. The

negative items are transformed by subtracting them from 5 and entering them in the second column headed TRANSFORMED SCORE. On the right-hand side of the scoring sheet are seven columns of boxes, one column for each of the seven scales. The scale to which an item belongs is indicated by the column in which the box aligned with the item falls. The item scores (transformed scores for unhealthy items) are next transferred to their appropriate boxes. To calculate a scale score, simply add the scores in each column and divide the sum by the number of items in the column that were answered. A family score is the average of all individual scores. The scale scores will range from 1.00 (healthy) to 4.00 (unhealthy). *If more than 40% of the items for a scale are missing, a scale score is not calculated. It is designated missing.*

FAD Scoring

McMaster Model Dimensions

Response	Trans- formed Score	Problem Solving	Com- muni- cation	Roles	Affective Respon- siveness	Affective Involve- ment	Behavior Control	General Function- ing
1.	5 - ___ = ___	-----	-----	-----	-----	-----	-----	-----
2.	_____	-----	_____	-----	-----	-----	-----	-----
3.	_____	-----	_____	-----	-----	-----	-----	-----
4.	5 - ___ = ___	-----	-----	_____	-----	-----	-----	-----
5.	5 - ___ = ___	-----	-----	-----	-----	_____	-----	-----
6.	_____	-----	-----	-----	-----	-----	-----	-----
7.	5 - ___ = ___	-----	-----	-----	-----	-----	_____	-----
8.	5 - ___ = ___	-----	-----	_____	-----	-----	-----	-----
9.	5 - ___ = ___	-----	-----	-----	_____	-----	-----	-----
10.	_____	-----	-----	_____	-----	-----	-----	-----
11.	5 - ___ = ___	-----	-----	-----	-----	-----	-----	-----
12.	_____	-----	_____	-----	-----	-----	-----	-----
13.	5 - ___ = ___	-----	-----	-----	-----	_____	-----	-----
14.	5 - ___ = ___	-----	_____	-----	-----	-----	-----	-----
15.	5 - ___ = ___	-----	-----	_____	-----	-----	-----	-----
16.	_____	-----	-----	-----	-----	-----	-----	-----
17.	5 - ___ = ___	-----	-----	-----	-----	_____	-----	-----
18.	_____	-----	_____	-----	-----	-----	-----	-----

McMaster Model Dimensions

Response	Trans- formed Score	Problem Solving	Com- muni- cation	Roles	Affective Respon- siveness	Affective Involve- ment	Behavior Control	General Function- ing
19.	5 - ____ = ____	-----	_____					
20.	_____	-----	_____					
21.	5 - ____ = ____	-----	_____					
22.	5 - ____ = ____	-----	_____					
23.	5 - ____ = ____	-----	_____					
24.	_____	-----	_____					
25.	5 - ____ = ____	-----	_____					
26.	_____	-----	_____					
27.	5 - ____ = ____	-----	_____					
28.	5 - ____ = ____	-----	_____					
29.	_____	-----	_____					
30.	_____	-----	_____					
31.	5 - ____ = ____	-----	_____					
32.	_____	-----	_____					
33.	5 - ____ = ____	-----	_____					
34.	5 - ____ = ____	-----	_____					
35.	5 - ____ = ____	-----	_____					
36.	_____	-----	_____					
37.	5 - ____ = ____	-----	_____					
38.	_____	-----	_____					
39.	5 - ____ = ____	-----	_____					
40.	_____	-----	_____					
41.	5 - ____ = ____	-----	_____					
42.	5 - ____ = ____	-----	_____					
43.	_____	-----	_____					
44.	5 - ____ = ____	-----	_____					
45.	5 - ____ = ____	-----	_____					
46.	_____	-----	_____					
47.	5 - ____ = ____	-----	_____					
48.	5 - ____ = ____	-----	_____					
49.	_____	-----	_____					

Family Assessment Device – General Functioning Scale

1. Planning family activities is difficult because we misunderstand each other.
 SA A D SD _____
2. In times of crisis we can turn to each other for support.
 SA A D SD _____
3. We cannot talk to each other about the sadness we feel.
 SA A D SD _____
4. Individuals are accepted for what they are.
 SA A D SD _____
5. We avoid discussing our fears and concerns.
 SA A D SD _____
6. We can express feelings to each other.
 SA A D SD _____
7. There are lots of bad feelings in the family.
 SA A D SD _____
8. We feel accepted for what we are.
 SA A D SD _____
9. Making decisions is a problem for our family.
 SA A D SD _____
10. We are able to make decisions about how to solve problems.
 SA A D SD _____
11. We don't get along well together.
 SA A D SD _____
12. We confide in each other.
 SA A D SD _____

FAD General Functioning Scoring

1. 5 - _____ = _____

2. _____

3. 5 - _____ = _____

4. _____

5. 5 - _____ = _____

6. _____

7. 5 - _____ = _____

8. _____

9. 5 - _____ = _____

10. _____

11. 5 - _____ = _____

12. _____

Total _____ = _____
12

A score of 2.00 or above indicates problematic family functioning. The higher the score, the more problematic the family member perceives the family's overall functioning.